

# CoVEs and Skills for a Climate-Resilient Economy

Experience from the VECRA-MOZ Project

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Camp on Centres of Vocational Excellence in  
Africa

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# How will we work together in this session?

- 1. The importance of Climate-Smart Vocational Training**
- 2. About ADPP Mozambique and Humana People to People**
- 3. Presentation of the VECRA-Moz Project**
- 4. Interactive activities**



# Why climate-smart vocational training matters

Many African economies face three simultaneous challenges:



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**YOUTH  
UNEMPLOYMENT**


**CLIMATE  
VULNERABILITY**


**SKILLS  
MISMATCHES**



# Why climate-smart vocational training matters in MOZAMBIQUE

 **Geography**  
Located on the eastern coast of Southern Africa

 **Population**  
33 million people, with over 50% under the age of 19

 **Territory**  
799,380 km<sup>2</sup>



## Economy and agriculture

- **Agriculture employs 70–80% of the population**
- It contributes **25–30% of GDP**
- The economy is largely **informal** (around **80%**)
- Agriculture is predominantly subsistence farming and **highly dependent on rainfall**
- **Youth unemployment remains high** (33.4%)

## Climate pressures

Mozambique is increasingly affected by:

- **droughts**
- **floods**
- **irregular rainfall**



**There is an urgent need to develop skills in climate-resilient agriculture, particularly through vocational education and training.**

# About ADPP Mozambique

**ADPP Mozambique** is a Mozambican national association established in **1982**.

Today it:

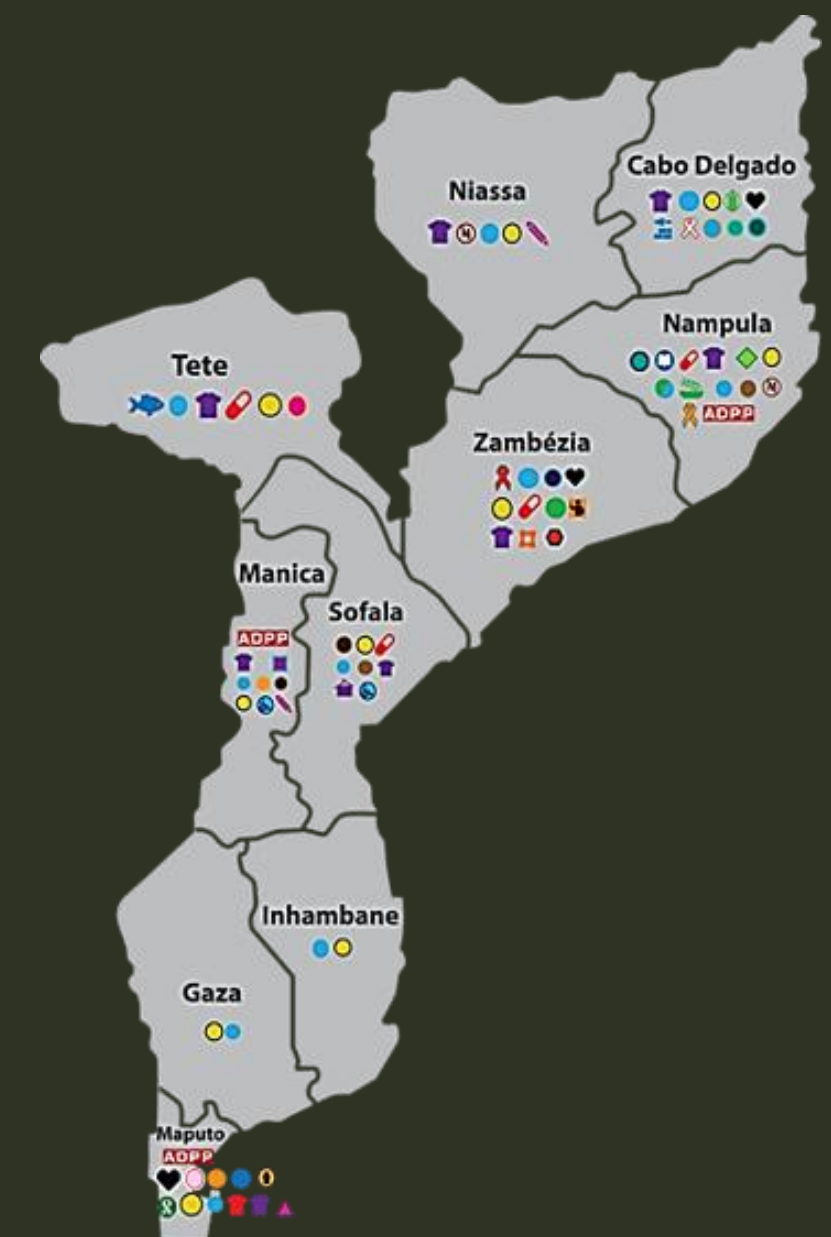
- implements **more than 50 projects across the country**
- works with around **2,500 permanent workers** and 17,000 activists and volunteers
- reached around **7.5 million people in 2024**

**Education and skills development are core areas of work.**

ADPP Mozambique manages **17 educational institutions**, including:

- 3 primary and secondary schools
- 11 teacher training colleges
- 2 polytechnic institutes
- 1 higher education institution (ISET – One World)
- 

**These programmes support education and skills development for children and youth.**





# ADPP Polytechnic Institutes

## Nhamatanda Polytechnic Institute

- Courses in agriculture and livestock
- Specialisations: agriculture, rural extension, livestock

## Nacala Polytechnic Institute

- Courses in agriculture and construction
- Agriculture specialisations: agriculture and livestock

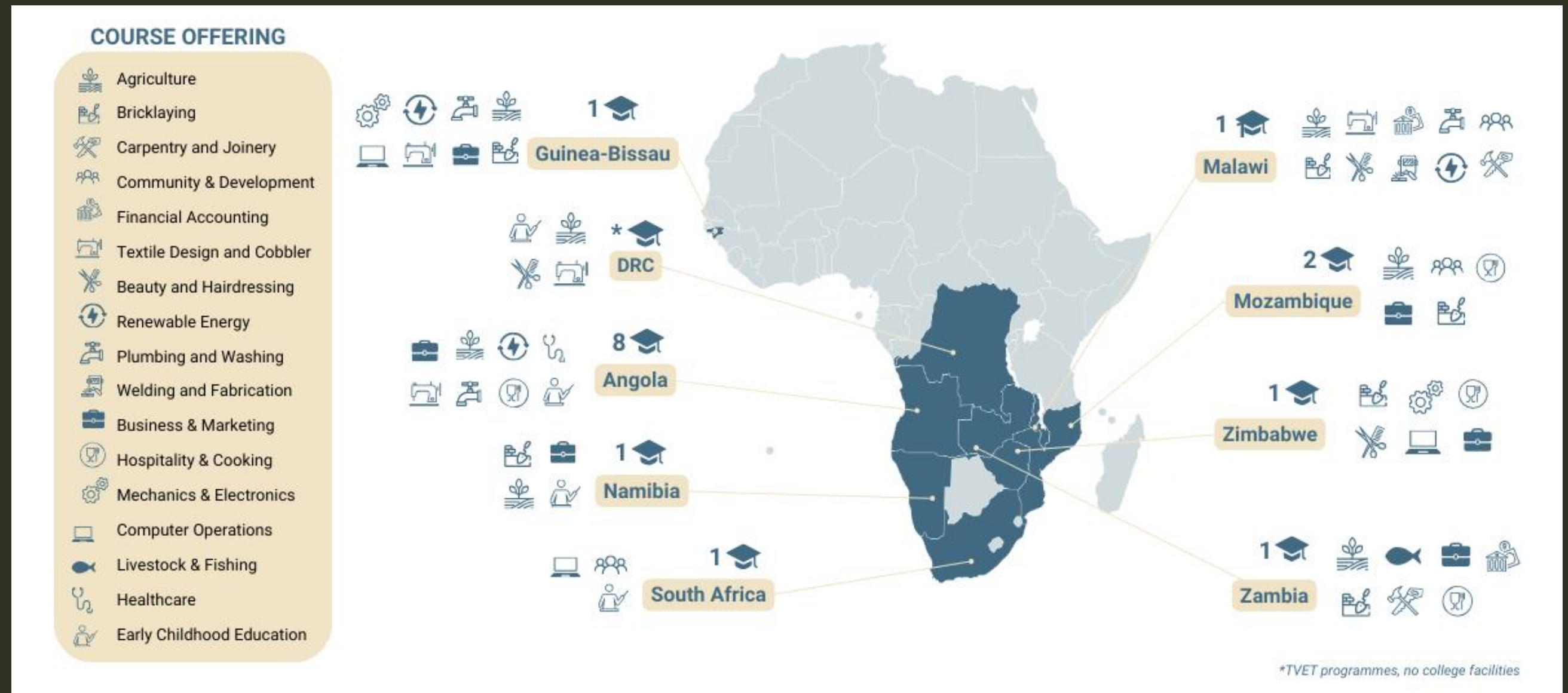
### Training model:

- Around 150 students per year / each
- Youth aged 16-25
- Combination of practical and academic learning
- More than 8,000 graduates to date

**ADDITIONALLY,  
SHORT-TERM COURSES  
AND SKILLS TRAINING  
FOR VULNERABLE OUT  
OF THE SCHOOL RURAL  
YOUTH, INCLUDING  
DISPLACED  
POPULATIONS**



# About the Humana People to People Network





# From challenges to action:

## Vocational Excellence in Climate Resilient Agriculture in Mozambique (VECRA-MOZ)





# Overview

An Erasmus+ project focused on strengthening **skills and technology for climate-resilient and sustainable agriculture.**

**Duration:** 3 years

## Objectives

- Provide training and develop high-quality vocational skills
- Create job opportunities and career pathways for young people
- Support an innovative, inclusive and sustainable rural economy

# The core elements

The project is structured around five main work packages:

## WP1 – Project Management and Quality Assurance

Ensuring coordination, monitoring and overall project quality.

## WP2 – Partnerships for Climate-Resilient AgriSkills

Building collaboration between vocational institutes, the private sector and other stakeholders.

## WP3 – Review and Upgrade of Training Modules

Updating training materials to integrate climate-resilient agriculture practices.

## WP4 – Pilot Implementation

Testing the updated training modules in the vocational institutes.

## WP5 – Dissemination and Sustainability

Sharing results and ensuring long-term impact of the project.

# The partners



**The private sector is involved through the Provincial Business Council of Sofala and our local and regional partner organizations.**

# Our role in the project

Within the VECRA-MOZ project, the ADPP Polytechnic Institutes contribute by:



**Developing new teaching content and delivering climate-resilient agricultural training**

**Updating curricula to align with the evolving needs of the job market**



**Creating partnerships with the private sector to ensure relevant and practical skills development**

**Serving as a bridge between youth, businesses, and the community, ensuring a high-quality, skilled workforce for a sustainable agricultural economy in our country.**

**The institutes therefore act as testing grounds for climate-resilient agricultural skills.**

# Building the Agriskills Ecosystem

The VECRA-MOZ project follows a structured process to strengthen vocational excellence:

- 1. Analyse:** Assess the context of climate-resilient agriculture, including market demands, skills needs and opportunities.
- 1. Develop:** Build and institutionalize partnerships to support the development and future maintenance of training approaches and curricula.
- 1. Strengthen:** Reinforce the capacity of VET institutes to engage with the private sector.
- 1. Engage:** Establish thematic stakeholder working groups to contribute to needs analysis, training design and pilot validation.
- 1. Design:** Develop a roadmap for sustainable multi-stakeholder partnerships supporting climate-resilient skills.

Through this process, we're learning how multi-actor collaboration drives vocational excellence – a key takeaway for all schools here

# Implementation Progress

The VecraMoz project started its implementation in March 2025 and, so far, has achieved the following results:

1. Stakeholder mapping;
2. Desk research for the analysis of the sector and strategies for resilient agriculture;
3. Skills needs analysis of needed tools;
4. Data collection and analysis;
5. Road Map;
6. Upgrade and review of the training modules and materials.



# Stakeholder Mapping

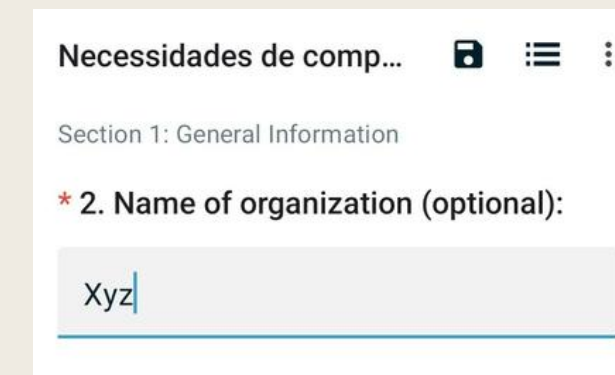
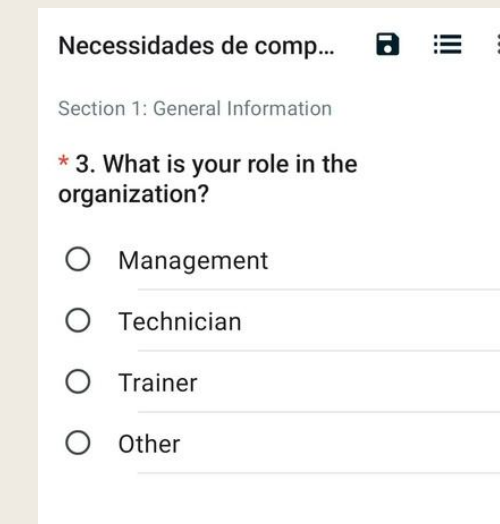
Stakeholders in the agricultural sector were identified and analysed.

This included:

- assessing their influence and interest
- categorising them into core, direct and indirect stakeholders
- creating a visual stakeholder map
- communication strategies were developed to maintain engagement.

The project engaged with:

- local agricultural companies
- farm associations
- cooperatives



This survey is intended for the two targeted Polytechnic Institutes of the VECRA-MOZ project, operating in the districts of Nhamatanda, Sofala Province, and Nacala, Nampula Province. The objective is to identify skills needs in the agricultural sector to address the challenges posed by climate change. This survey will be directed at stakeholders, including government entities at provincial and district levels overseeing the agricultural sector, companies (especially those operating in agricultural value chains), NGOs with related interests, public/private research institutions, and associations/cooperatives. These will be referred to as "Stakeholders - SH" in order to achieve the project's objectives. The questions in this survey aim to help us understand the challenges and opportunities the sector faces in implementing climate-resilient agriculture and to enhance the skills of students enrolled in agriculture courses as a driving

# Skills Needs Analysis

A skills needs analysis was conducted to identify skills required for climate-resilient agriculture.

The process involved:

- engagement with local authorities and private companies
- analysis of climate-related challenges
- alignment of training materials with labour market needs.

The objective was to ensure that training responds to real needs in the field.

# Practical training (WBL)

Students' training goes beyond the classroom, combining theory with practical activities in real agricultural environments.

## Practical training includes:

- intercropping and mulching
- irrigation techniques
- horticulture production
- organic manure and composting
- sustainable pest control



## Climate-resilient agriculture practices:

- agroforestry and cover cropping
- conservation tillage and soil health management
- water-efficient irrigation (e.g. drip irrigation)
- climate-resilient crop varieties

The project also promotes community workshops, knowledge sharing and visioning sessions to support sustainable and food-secure livelihoods.

# Lessons Learned

Key lessons emerging from the project include:

- VET curricula need to be continuously updated
- collaboration with the private sector is essential
- practical learning strengthens skills development
- multi-stakeholder dialogue helps identify skills gaps.

# Challenges

- Limited market Access
- Insufficient support services
- Infrastructure and Equipment Deficits
- Skills and Knowledge Gaps
- Weak linkages with the Private Sector
- Gender disparities
- Digital illiteracy

# Next Steps

- integrating research results into updated VET programmes
- developing new training modules on climate-resilient agriculture
- strengthening collaboration with private sector and agricultural institutions.

**Questions?**

**15min  
Break**

# Exercise 1: Deep dive discussions

Small group discussions (30 minutes)

In groups of 4–6 participants, discuss:

- How are green or climate-related skills integrated in your vocational programmes?
- What partnerships support this work?
- What challenges do you face?

# Exercise 2: Exchange of Experiences

Exchange between Centres of Vocational Excellence  
(30minutes)

Each group briefly shares:

- one good practice from their institution
- one challenge related to developing green skills.

# Exercise 3: Design Green Skills Modules

Interactive exercise (25 minutes)

In your groups, imagine you are designing a new training module on climate-resilient agriculture.

Discuss:

- What skills should students learn?
- What practical activities should be included?
- What partnerships would be needed?

# Plenary Reflection

- barriers to integrating climate-related skills in TVET
- opportunities for partnerships
- the role of Centres of Vocational Excellence in supporting greentransitions

# Thank You



## **Silvio Cuemberua**

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